

## **NZ Principals' Federation Conference 2015**

Tuesday 30 June – Friday 3 July

Delegate: Chris Cooper

The following is a summary of what I consider to be points of interest and reflection.

### **Professor Angus MacFarlane**

- Culturally responsive pedagogy – an art and a science.
- Is culturally responsive teaching just good teaching?
  - it is a disposition
  - we need to face the truth. How are we doing in our schools in relation to Maori?
  - we need to challenge the assumptions that Maori will fail
  - we need to grow cultural competence in staff
- Without cultural competence there is bereftness.

### **Cathy Wylie**

Strengths and Challenges of School Self Management

Strengths:

- School framed as a community
- Particularity is respected. Positions not assigned by seniority
- Fertile ground to take the initiative
- Understanding that change will not come unless schools value it

Challenges:

- Insularity, isolation, re-invention of the wheel
- Expecting universal availability of capability
- Expecting individual schools to solve systemic issues

Disconnected system. Some schools are disadvantaged by other schools advantages.

Coherence is the key

- policy focussed on learning
- coherent leadership development

Focus on the whole learner

- interweaving of knowledge with key competencies
- interweaving with learners contexts

Inquiry lens

- making things more explicit
  - stepping back to how progress and actions relate
  - openness to change on the basis of analysis
- If it is only for compliance it will not work. Need deliberate development of reliable local knowledge infrastructure.

## Chris Jansen

Reflecting on how innovation can create opportunities:

### 21<sup>st</sup> Century Learning Attributes

- collaboration
- knowledge creation
- self managing, self starting, self motivating
- real world problem solving and innovation
- ICT enabled learning and collaboration
- improved communication
- ubiquity – any place, any time, any pace, any device
- agency
- connectedness
- innovative, collaborative learning environment
- enhancing pedagogy
- rebuild
- different timelines
- transitioning
- parents tuned into shifts across systems

The way ahead:

### 1<sup>st</sup> Way

- Content knowledge

### 2<sup>nd</sup> Way

- Creating and applying knowledge
- Construction and competencies
- Assumes a complex and disordered world

### 3<sup>rd</sup> Way

- Personalised learning (not individualised)
- Students are active, informed participants in their own learning
- Learners contribute to decisions about why, how and what they learn
- assumes order, complexity and disorder

### Plus

- effective teaching by professional teachers
- evidence based
- formative and some summative assessment
- school organisation
- engagement with the community
- technology enabled
- leadership
- supportive services

### Future Proofing

- preparing for a rapidly changing world
- flexible, creative, innovative people

## **Michael Fullan**

### Convergence For Moving Forward

- don't obsess on targets – it doesn't motivate
- big emphasis on capacity building
- if you want to change the group, use the group to change the group

### The Essentials of Collaboration

- high trust relationships
- ambitious learning goals – measurable outcomes
- improving instruction practice through inquiry
- deliberate leadership
- frequently interacting and learning
- connecting outwards to learn from others
- forming new partnerships – students/teachers/families
- adequate resources to sustain the work

### Characteristics of Successful Clusters

- ability to innovate and implement
- ability to surround themselves with a talented team
- collaboration
- ability to manage to outcomes
- principal is one of the learners but provides the framework for moving forward

## **Professor Alma Harris**

### Questioning High Performance

- You can't mandate what matters – there has to be an element of choice.
- Always ask the question – how is this going to make a difference to young people?
- The quality of leadership is the key determinant of improved school and system performance.
- Principal leadership effect on school performance outcomes is significant, but direct.
- True leaders don't create followers, they create more leaders.
- You can improve schools but the difficulty is in sustaining change.
- Collaboration is a skillset.